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headings. Furthermore, the work was written—now some twenty years ago—to meet the requirements of the history programmes in certain branches of secondary education in France, “enseignement spécial” and “enseignement des filles”. So that what we have here is really a history of civilization under the yoke, though not the guise, of a text-book. Be it added that it is a text-book marked alike by high scholarship and by simple, clean-cut exposition.

What use may we reasonably expect to make of this work in our schools, now that it is accessible in English? It is not likely that we shall employ it as a text-book. Most of us think that an historical manual should set forth not the history of civilization as such, abstracted from general history, but the general story of men with emphasis upon their civilization. The French hold the same view, for the most part, and Professor Seignobos has lately written a series of manuals which exemplify it admirably. Probably the only sphere in which use of the work will be contemplated among us is that of collateral reading. Here, though, one encounters the practical purpose it was designed to serve. Being written to be a text-book, it must needs be brief and at the same time cover the whole field. Of necessity its treatments of most topics are very short, and of none very long. Of necessity, further, it adds relatively little to what is to be found in our better manuals, which make topics concerning civilization part and parcel of their account and dwell rather extensively upon the more important of them, like the Church in the Middle Ages and the Renaissance. Yet its matter is presented sometimes more truly than in our manuals and often much more effectively; and the translators have rendered, though not always with unswerving accuracy, on the whole with commendable success, both the sense and the style of the original.

EARLE W. DOW.

*A Brief History of the United States.* By JOHN BACH MCMASTER, Professor of American History in the University of Pennsylvania. (New York: American Book Company. 1907. Pp. 434, xxx.)

IN this history of the United States for elementary schools, Professor McMaster has presented, as he says, “the essential features of our country’s progress” and also “many things of secondary consequence which it is well for every young American to know”.

The book shows a balance in the discussion of events that is noteworthy. Accounts of wars are reduced to a minimum. Western settlement and its influence are given an amount of space not heretofore seen in texts of this grade, and the leading features of industrial development are noted.

Of the forty-four chapters, the six most worthy of commendation are entitled: Our Country in 1789, Growth of the Country, 1789–1805,

Rise of the West, Growth of the Country from 1820 to 1840, State of the Country from 1840 to 1860 and Growth of the Country from 1860 to 1880. The presentation of such material for pupils of the grammar school age makes it probable that they will gain an incentive for further reading and study instead of rating history as a subject consisting merely of facts and dates which is straightway to be forgotten.

It is to be regretted that the author has in many instances so condensed the material in his paragraphs as to leave the discussion without life and certainly over-difficult for pupils who are expected to use the text. Eight lines are deemed adequate for an account of the First Continental Congress (p. 157). Four of them read: "met in Carpenter's Hall in Philadelphia in September, 1774, and issued a declaration of rights and grievances, a petition to the king, and addresses to the people of Great Britain, to the people of Canada, and to the people of the Colonies". The following description of the establishment of the judiciary also illustrates this tendency to over-compression (p. 222). "A Supreme Court was organized with a Chief Justice and five associates; three Circuits (one for each of the three groups of states, Eastern, Middle, and Southern) and thirteen District Courts (one for each state) were created, and provision was made for all the machinery of justice."

A special and praiseworthy feature of the book is the definiteness of the suggested readings. They are found in the foot-notes directly accompanying the subject-matter. But while in sympathy with this plan, the reviewer questions whether many of the leading references would not be more suitable to pupils of high school age. It is believed that only in the best schools where there are especially prepared teachers could grammar school pupils be expected to read with profit Rhode's *History of the United States*; King's and Pinckney's orations on the Missouri Compromise; and the speeches of Calhoun and Webster. Little supplementary biographical material is suggested other than that found in the numerous poems and novels cited.

Besides the twelve colored maps, four of which occupy double pages, there are forty-one well-executed maps of various sizes in black and white. They give all the essential information without being overcrowded with names. There is also an abundance of other well-selected material, chiefly photographs of articles found in museums and historical societies.

The single misleading statement is conspicuous (p. 42 n.); wherein the story of the saving of the life of John Smith by Pocahontas is given sanction as "according to Smith's account". No doubt is raised as to the authenticity of the tale.

JAMES ALTON JAMES.